



Tanja N., Class of 2016

SANFORD COLLEGE OF EDUCATION

Master of Education in Inspired Teaching and Learning

With a Preliminary Multiple or Single Subject Teaching Credential and Internship Option (CA)

Combine Teaching with Educational Leadership

The Master of Education in Inspired Teaching and Learning with a Multiple or Single Subjects Teaching Credential and internship option is designed for candidates who are dedicated to inspiring all K-12 learners by emphasizing: social emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. The program and courses meet the California Commission on Teacher Credentialing (CTC) requirements for a Preliminary Multiple or Single Subjects teaching credential, and meet requirements for a master's degree. Candidates in this degree program are required to complete a three-course emphasis in one of the following areas: Critical Thinking, English Language Learner Education, Inspired Teaching Practices, or Social Emotional Learning.

Why National University?

- Gain the knowledge and skills needed to make subject matter engaging and comprehensible for all Pre-K-12 learners, including those with diverse learning needs
- Understand what it takes to plan, create, and maintain effective learning experiences for all students
- Learn the legal, ethical, and professional standards for Pre-K-12 educators
- Enhance your analysis and application of educational research, best practices, and academic writing to improve student learning
- Coursework offered mostly online (please see catalog for specifics)

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GRADUATE PROGRAM INFORMATION

MASTER OF EDUCATION IN INSPIRED TEACHING AND LEARNING WITH A PRELIMINARY MULTIPLE OR SINGLE SUBJECT TEACHING CREDENTIAL AND INTERNSHIP OPTION (CA)

Academic Program Director: Clara Amador-Lankster; (310) 662-2139; camadorl@nu.edu

The Master of Education in Inspired Teaching and Learning with a Multiple or Single Subject Teaching Credential and Internship Option is designed for candidates dedicated to inspiring all K-12 learners by ensuring social emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. Courses meet the new California Commission on Teacher Credentialing (CTC) Program Standards, including the new 45 Teaching Performance Expectations (TPEs), composing the TPEs six domains and Teaching Performance Assessments (TPA) associated with the revised 2.0 CalTPA model. This degree meets all CTC requirements for a Preliminary Multiple or Single Subject teaching credential and those requirements for a master's degree. Students in this degree complete a three-course emphasis in one of the following areas: Critical Thinking, English Language Learner Education, Inspired Teaching Practices, or Social Emotional Learning.

***Please Note:** Students need to satisfy/pass the Basic Skills Requirement (e.g., CBEST) and Subject Matter Competency Requirement (e.g., CSET) early (prior to Credential Area Methods coursework) into their programs to avoid interruptions to program progress and/or financial aid arrangements.

For additional information on credential requirements, please see the Sanford College of Education Credential Information section of the catalog.

Note: Candidates who **ALREADY HOLD** a Preliminary Multiple or Single Subjects Teaching Credential and desire an advanced degree should enroll in the Master of Science in Advanced Teaching Practices.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Integrate the knowledge needed for engaging/supporting all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for making subject matter comprehensible for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for designing/planning learning experiences for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for assessing all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K-12 learners, including those with diverse learning needs.
- Reflect critically about professional beliefs and practices in the application of teaching, learning principles, and research needed to inspire K-12 learners as well as being an inspired teacher.

Degree Requirements

To receive a Master of Education with California Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential, candidates must complete at least 63 quarter units of graduate credit. Or, to receive a Master of Education with California Inspired Teaching and Learning Preliminary Single Subject Teaching Credential, candidates must complete at least 58.5 quarter units of graduate credit. Students must complete 54 units in residence at National University. Further information on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the catalog.

A number of requirements must be completed prior to beginning the credential courses, including the successful completion of the Credential Packet, which includes a number of requirements, such as cleared background check and negative TB test. To better understand the requirements, please refer to the Sanford College of Education's Credential Information section located in this catalog.

The CBEST and CSET must be passed prior to beginning the Multiple Subject or Single Subject Methods courses.

Each Teacher Education/credential course (ITL) includes a required 4-hour field experience in a K-12 classroom representing the candidate's credential area and a diverse student population, with the exception of the clinical practice courses.

Candidates choosing the Internship option to obtain the Preliminary Multiple or Single Subject Teaching Credential will need to meet the Internship Eligibility requirements as outlined in the Sanford College of Education Credential Information section of the catalog.

Internship Option: The Commission on Teacher Credentialing (CTC) mandates all approved intern programs provide a minimum of 120 hours of pre-service coursework prior to becoming Intern Eligible. Candidates can meet the 120 hours requirement through one of two pathways. Complete the foundation sequence of ITL 600, ITL 604, ITL 606, ITL 608; pass CBEST; pass CSET; and have a school or district letter verifying a teaching position job offer as the 'teacher of record.' The CA Education Code stipulates a minimum of 144 hours of support and supervision must be provided to the candidate each year of intern employment and documented. Interns without a valid English Learner (EL) Authorization from CTC will be required to receive an additional 45 hours of EL preparation support each year of intern employment (Total: 189 hours).

This Internship Option requires the successful completion of the internship clinical practice experience (minimum 1 year).

The CA Commission on Teacher Credentialing requires an intern-candidate holding a valid University Internship Credential to be continuously enrolled in clinical practice support and supervision. During the first-year, the intern will take ITL 650A and ITL 651A, ITL 650B and ITL 651B. In the event the intern has not met all program requirements during the first year and the intern's employment continues during the second year, for National University to provide additional ongoing support and supervision, the intern will be enrolled in ITL 650C and, if needed ITL 650D. To be granted an extension for the third year of the intern, and if the intern is still employed, then, for those interns who can document a medical emergency or other extreme circumstance(s), one (ITL 650E) or both (ITL 650E and ITL 650F) courses may be granted through the University's petition process, with decisions considered on a case-by-case basis.

Interns in the Early Completion Option (ECO) route are still required to receive the general support and supervision provided to all interns while they are serving on an Intern credential.

Program Requirements

(Multiple Subject 17 courses; 63 quarter units or Single Subject 16 courses; 58.5 quarter units)
Includes all foundation, credential area method courses, and those clinical practice courses granting graduate credit.

Introductory Core Requirement

(1 course; 4.5 quarter units)

ITL 600 Becoming a Teacher

All students must complete ITL 600 and complete the credential packet prior to beginning ITL 604.

Foundation Core Courses

(3 courses; 13.5 quarter units)

ITL 604 Learners and Learning I

ITL 606 Learners and Learning II

Prerequisite: ITL 604

ITL 608 Design and Process of Teaching

Prerequisite: ITL 606

All Foundation Courses meet CTC requirements for Intern Pre-Service coursework.

Multiple Subject Methods Courses

(6 courses; 27 quarter units)

PRIOR to beginning any of the Multiple Subject Credential Area Method courses below, the candidate must successfully complete all Core courses, pass CBEST, pass CSET, and meet any other related program requirements.

ITL 510 Language-Literacy: Foundations

ITL 512 Language-Literacy: Strategies

Prerequisite: ITL 510

ITL 514 Language-Literacy: Assessment

Prerequisite: ITL 512

ITL 516 Mathematics Integrative Design

Prerequisite: ITL 514

ITL 518 Science Integrative Design

Prerequisite: ITL 516

ITL 530 * Optimized Learning Community

* Upon issuance of the University Intern Credential, this course must be taken first.

Single Subject Methods Courses

(5 courses; 22.5 quarter units)

PRIOR to beginning any of the Single Subject Credential Area Methods courses below, the candidate must successfully complete all Core courses, pass CBEST, pass CSET, and meet any other related program requirements.

ITL 520 Academic Language & Literacy

ITL 522 Content Area Literacy

Prerequisite: ITL 520

ITL 526 SS Integrated Design I

Prerequisite: ITL 522

ITL 528 SS Integrated Design II

Prerequisite: ITL 526

ITL 530 * Optimized Learning Community

*Upon issuance of the University Intern Credential, this course must be taken first.

Clinical Practice Pathways: Student Teaching or Internship

(Student Teaching—4 courses; 13.5 quarter units or

Internship—4-8 courses; 13.5–31.5 quarter units)

Candidates will complete the clinical practice experience through student teaching or the internship.

The clinical practice (K-12 classroom) experience courses (ITL 550A, ITL 550B, ITL 650A, ITL 650B, ITL 650C, ITL 650D, ITL 650E, ITL 650F) do NOT grant graduate credit.

Student Teaching

(4 courses; 13.5 quarter units)

PRIOR to beginning any of the student teaching courses below, the candidate must successfully complete all Core courses, pass CBEST, pass CSET, complete all Multiple or Single Subject Credential Area Method courses, and submit a successful student teaching application.

The student teaching application process must be completed at least three months prior to the candidate's intended start of student teaching. Student teaching placements in K-12 classrooms are made through a collaborative partnership of the university and respective school district. The student teaching placements must align to the CSET credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K-12 classrooms.

Note: The two seminar courses, below, ITL 551A and ITL 551B, are 2.25 quarter units, each and will be taken concurrently with ITL 550A and ITL 550B, respectively.

ITL 550A *	Student Teaching A <i>Corequisite: ITL 551A</i>
ITL 551A	Student Teacher Seminar A (2.25 quarter units) <i>Corequisite: ITL 550A</i>
ITL 550B *	Student Teaching B <i>Prerequisite: ITL 550A, Corequisite: ITL 551B</i>
ITL 551B	Student Teacher Seminar B (2.25 quarter units) <i>Corequisite: ITL 550B, Prerequisite: ITL 551A</i>

* Does NOT grant academic credit.

Internship

(4-8 courses; 13.5 – 31.5 quarter units)

PRIOR to beginning the intern courses below, the candidates must successfully complete all Core courses, pass CBEST, pass CSET, and meet all CTC requirements related to the University Intern Credential.

Placement in an internship occurs as a result of the candidate holding employment in an approved CA public school and in partnership with National University. Intern placements must align to the CSET credential, be in compliance with the Commission on Teacher Credentialing, and with National University's requirements. Interns need to be in good standing with the employer and National University for the duration of the active University Internship Teaching Credential.

The intern serves as the teacher of record in an approved K-12 classroom and is paid by the school or school district. The University Internship Teaching Credential is good for a maximum of two-years and requires the candidate to be employed in the district and enrolled in National University's intern teacher credential program. As long as the candidate holds the intern credential and is employed, they have up to

two-years to earn a multiple or single subject credential. For a third year as an intern, the Commission must approve an extension of the intern credential and the candidate must obtain an approved CAS petition from National University documenting a medical emergency or other extreme circumstances necessitating an "exception to policy" and consideration on a case by case basis. If the petition is granted, the intern will be required to complete one or both courses of the following courses during the third year: ITL 650E, ITL 650F, respectively.

ITL 650A *	CP Internship A: Year 1 <i>Corequisite: ITL 651A</i>
ITL 651A	CP Intern Seminar A (2.25 quarter units) <i>Corequisite: ITL 650A</i>
ITL 650B *	CP Internship B: Year 1 <i>Prerequisite: ITL 650A, Corequisite: ITL 651B</i>
ITL 651B	CP Intern Seminar B (2.25 quarter units) <i>Corequisite: ITL 650B, Prerequisite: ITL 651A</i>
ITL 650C *	CP Internship C: Year 2 <i>Prerequisite: ITL 650B</i>
ITL 650D *	CP Internship D: Year 2 <i>Prerequisite: ITL 650C</i>
ITL 650E *	CP Internship E: Year 3 <i>Prerequisite: ITL 650D, For those interns who can document a medical emergency or other extreme circumstances, they will be required to submit an "exception to policy." Petitions will be considered on a case by case basis. If approved by the department chair, the intern will be required to complete ITL 650E; it is a four-month course requiring the intern to have supervision from university and district-employed representatives.</i>
ITL 650F *	CP Internship F: Year 3 <i>Prerequisite: ITL 650E, Interns who have received approval for an "exception to policy" will be required to take ITL 650F and will receive appropriate supervision from university and district-employed representatives</i>

* Does NOT grant academic credit.

Students **must** also enroll in one of the following emphases:

Emphasis in Critical Thinking

This emphasis is intended for teacher candidates and practicing teachers. The emphasis introduces candidates to critical literacy, transformative pedagogy, and the means for student empowerment. Candidates select and study a topic of interest in education through the lens of critical thinking theory. Candidates reflect on and critically evaluate their syllabi, course materials, and teaching approaches. Candidates learn and apply strategies to empower students to reflect, read, and write critically.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Develop as critical thinkers
- Engage in transformative pedagogy
- Empower their students as critical thinkers
- Create an action research study that applies critical thinking theory in their content area

Emphasis Requirements

(3 courses; 13.5 quarter units)

ITI 680	Self as a Critical Thinker <i>Prerequisite: ITL 600, ITL 604, ITL 606</i>
ITI 682	Critical Thinking - Classroom <i>Prerequisite: ITI 680</i>
ITI 684	Applied Critical Thinking <i>Prerequisite: ITI 680, ITI 682</i>

Emphasis in Inspired Teaching Practices

Candidates explore a blending of current educational research theory with effective classroom application. Student-centered curricular practices are created using engaging instructional strategies, applying successful classroom management techniques, and adopting appropriate assessment procedures. Candidates explore a wide variety of Information Communication Technologies (ICT) digital tools and resources to become more competent users of learning technologies in their own instructional practices.

An overarching Inquiry-Based Research Proposal will be developed and written over the three courses of this emphasis. Candidates identify a research question, complete a Review of Literature, and design the data collection strategies. An overview of the completed proposal will be presented in a digital format along with the written document.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Develop a standards-based, engaging content and assessment plan that includes strategies to help all students succeed
- Evaluate a variety of instructional practices that facilitate the differentiation of instruction as applied to teaching, content development, classroom management, and assessment
- Create a personal inquiry document that demonstrates the mastery of Inspired Teaching Inquiry research skills supported by digital tools
- Employ effective ICT (Information and Communication Technologies) in a multidisciplinary unit of study
- Design an Action Research proposal, including a research question connected to Inspired Teaching Practices

Emphasis Requirements

(3 Courses, 13.5 units)

ITI 690	Inspired Teaching Inquiry <i>Prerequisite: ITL 600, ITL 604, ITL 606</i>
ITI 692	Inspired Student Learning <i>Prerequisite: ITI 690</i>
ITI 694	Inspired Learning Technology <i>Prerequisite: ITI 692</i>

Emphasis in English Language Learner Education

The Master of Education in Inspired Teaching and Learning Preliminary Multiple and Single Subject Teaching Credential with emphasis in English Language Learner Education is designed to improve the quality of education for English language learners in grades K-12 in California public schools. Candidates will gain experience, professional knowledge, and skills when identifying, examining, implementing, and evaluating sustained best practices for the education of English language learners in public school classrooms through content learning and course-embedded research practicum I, II, & III.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Assess multiple theoretical frameworks and inclusion practices based on knowledge of Identity and Equity for the improvement of the education of K-12 English language learners
- Design culturally responsive interdisciplinary curricular unit(s) developed to support meaningful and sustained academic achievement for English language learners (ELLs) with the use of multiple measures
- Synthesize the findings and implications from an ELL-based inquiry project designed to investigate evidence-based curricular and instructional improvements for ensuring meaningful academic achievement and social-emotional thriving of K-12 English language learners (ELLs)

Emphasis Requirements

(3 courses; 13.5 quarter units)

ITI 660	Identity, Inclusion and Equity
ITI 662	Linguistics - Academic Language <i>Prerequisite: ITI 660</i>
ITI 664	EL Achievement in Content Area <i>Prerequisite: ITI 662</i>

Emphasis in Social Emotional Learning

The Social Emotional Learning (SEL) emphasis resides in the Master of Education degree program. This emphasis provides current or future teachers with a foundation of social emotional learning theories and evidence-based practices to support the development of social emotional learning skills within classrooms. Candidates will have the opportunity to self-reflect on their own knowledge and skills and examine evidence-based strategies and interventions to support their role of a classroom teacher. Candidates will compose a full

research proposal in the area of SEL to include research questions, literature review, methodology, and reflection to support their work in making positive changes in their everyday practice.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Evaluate social emotional learning theories and evidence-based practices
- Self-reflect about own knowledge and skills of evidence-based practices
- Create a full research proposal in the area of SEL to include research questions, literature review, methodology, and reflection

Emphasis Requirements

(3 courses; 13.5 quarter units)

ITI 670	Introduction to SEL <i>Prerequisite: ITL 600, ITL 604, ITL 606</i>
ITI 672	SEL in Action <i>Prerequisite: ITI 670</i>
ITI 674	Research in SEL <i>Prerequisite: ITI 672</i>